

The Fall 2010 *first-time* *freshman* ACE cohort: A longitudinal survey

Committee on Recruitment, Admissions and Retention

COLLEGE OF MICRONESIA-FSM



ACE is a series of courses focused on developing English and math skills, establishing links to college level courses and providing first year experience seminars for the students (COM-FSM Achieving College Excellence Policy and Procedure Manual, 2010, p. 3).

COM-FSM Entrance Test (COMET)

Current Admission Criteria

Admission Criteria

Effective January 2010



Essay **34-50** and Reading Comprehension GE **9th grade up**



Degree Bound

Essay **28-33** and Reading Comprehension GE **7th to 8th grade**



ACE Bound

Essay **20-27** and Reading Comprehension GE **5th to 6th grade**



Certificate Bound

Essay **below 20** and Reading Comprehension GE **below 5th grade**



Non-Admit

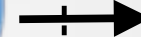


- 28-33 on the COMET essay test and 7th to 8.9th grade level comprehension score from the Gates-MacGinitie Reading Test
- Gates-MacGinitie comprehension score of 10th grade level or better
- 28 on the COMET essay test, Gates-MacGinitie comprehension score of 6th grade level, and MS 096 placement
- 35 on the COMET essay test, Gates-MacGinitie comprehension score of 6th grade level, and MS 095 placement



6–6.9 grade level comprehension score on the Gates/McGinitie Reading Test and between 28–30 on the essay I-7 or below on the first subsection of the COMET math test

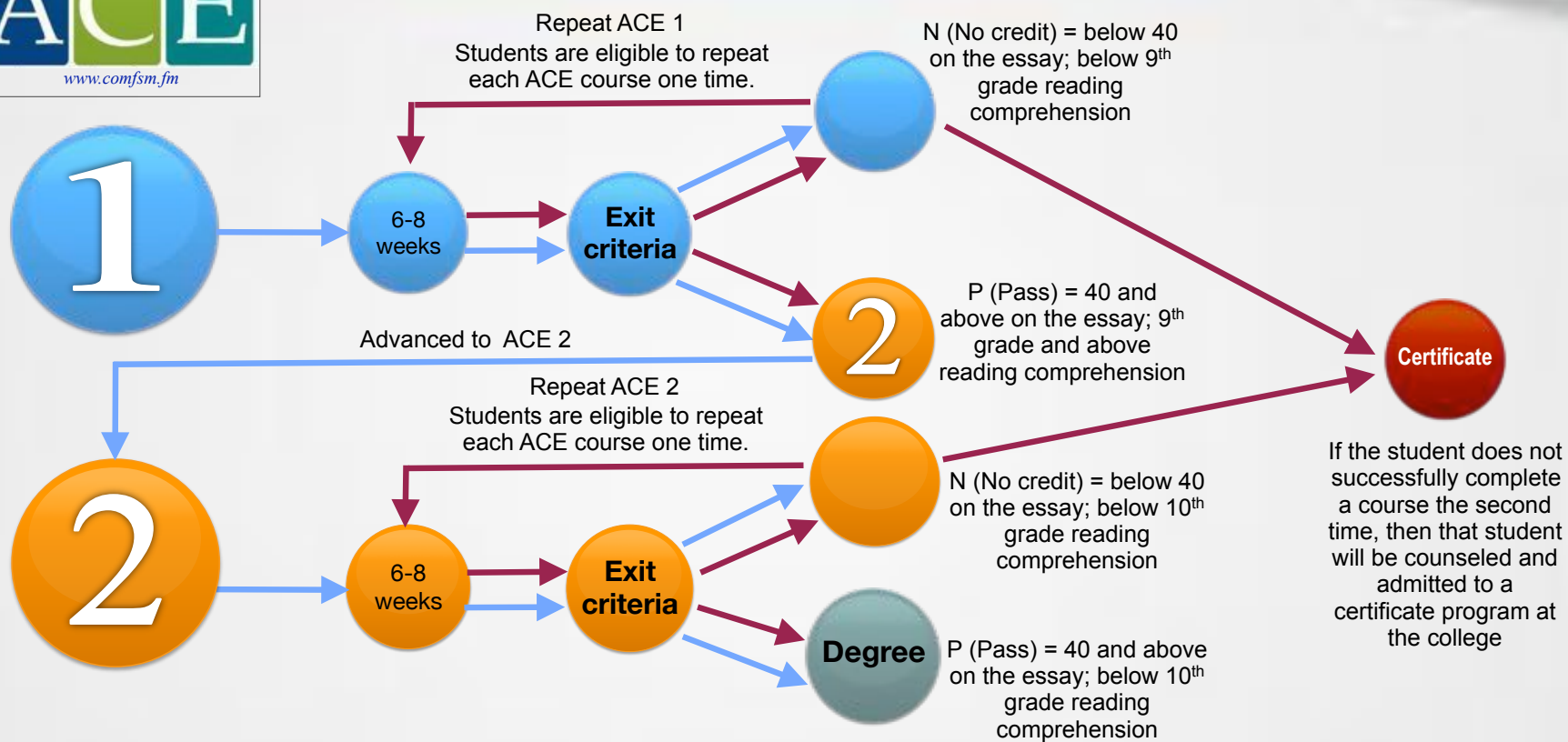
7–7.9 grade level comprehension score on the Gates/McGinitie Reading Test and between 31–33 on the essay Above 7 on the first and second subsections and below 7 on the third subsection of the COMET math test



ESL 091A
MS 091A



ESL 092A
MS 092A



Degree

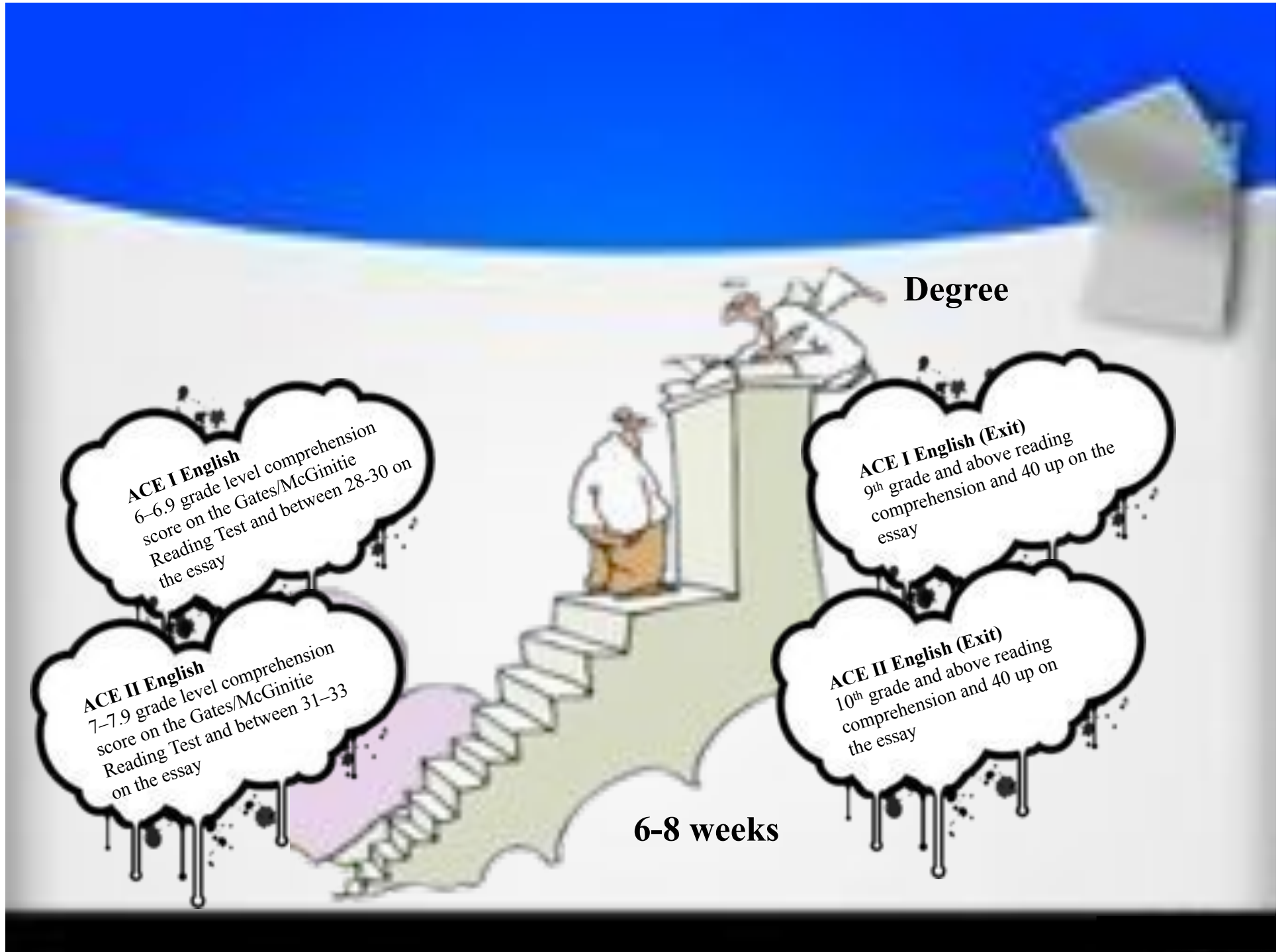
ACE I English
6–6.9 grade level comprehension
score on the Gates/McGinitie
Reading Test and between 28–30 on
the essay

ACE II English
7–7.9 grade level comprehension
score on the Gates/McGinitie
Reading Test and between 31–33
on the essay

ACE I English (Exit)
9th grade and above reading
comprehension and 40 up on the
essay

ACE II English (Exit)
10th grade and above reading
comprehension and 40 up on
the essay

6–8 weeks





After the first two years of ACE implementation and assessment on placement and course completion, the proposed entrance to ACE may be moved to between the 8th and 9.9th grade level comprehension score from Gates/McGinitie Reading Test, 35-44 on the COMET essay test, and at least 7 on the first two subsections of the math test (COM-FSM Achieving College Excellence Policy and Procedure Manual, 2010, p. 25).

COM-FSM Entrance Test

Admission Criteria: Current versus Proposed

		Current	Proposed
Degree	Essay	34-50	40-50
	Reading Comprehension	9th grade up	10th grade up
	MS placement	None	MS 099
	EN placement	None	EN 120A, EN 110
ACE	Essay	28-33	35-39
	Reading Comprehension	7th-8.9th grade	8th to 9.9th grade
	MS placement	None	MS 096
	EN placement	None	None
Certificate	Essay	20-27	28-34
	Reading Comprehension	5th to 6.9th grade	6th to 7.9th grade
	MS placement	None	MS 096
	EN placement	None	None
Non-admit	Essay	below 20	below 28
	Reading Comprehension	below 5th grade	below 6th grade
	MS placement	None	below MS 096
	EN placement	None	None



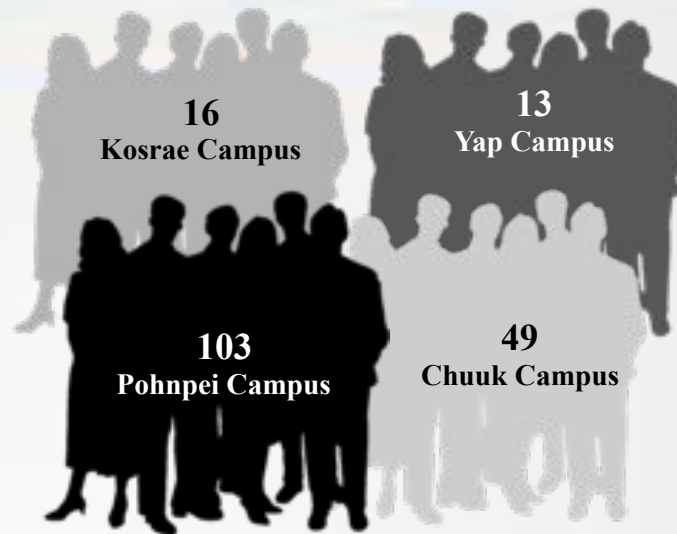
Population (N) vs. Sample (n) or the Cohort

The **population** (N)

Table 1.0

Fall 2010 Distribution of N by Campus

<i>Campus</i>	<i>Count</i>	<i>Count</i>	<i>% of N</i>
Kosrae	16	8.84	
Yap	13	7.18	
Pohnpei	103	56.91	
Chuuk	49	27.07	
Total N	181	100.00	



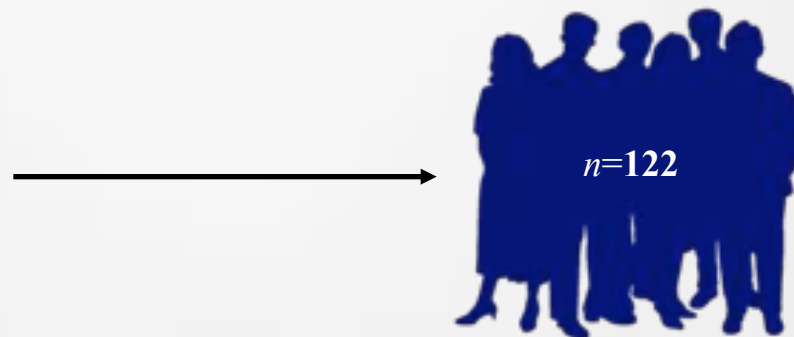
The population
N=181

The **sample** (n)

Table 2.0

Fall 2010 Distribution of n by Campus

<i>Campus</i>	<i>Count</i>	<i>Count</i>	<i>% of N</i>
Kosrae	11	6.08	
Yap	9	4.97	
Pohnpei	72	39.78	
Chuuk	30	16.57	
Total n	122	67.40	



The cohort
n=122

The Sample or the Cohort (n): Demographics

The cohort (n)

Fall 2010 semester

Only *first-time freshman (FTF)* students enrolled in ESL 091A during Fall 2010 semester

Table 3.0
Distribution of n by gender

Gender	Frequency	Percent
F	74	61
M	48	39
n	122	100

Table 4.0
Distribution of n by initially elected programs

Program	Frequency	Percent
Associate of Arts	82	67
Associate of Applied Science	7	6
Associate of Science	32	26
Certificate of Achievement	1	1
n	122	100

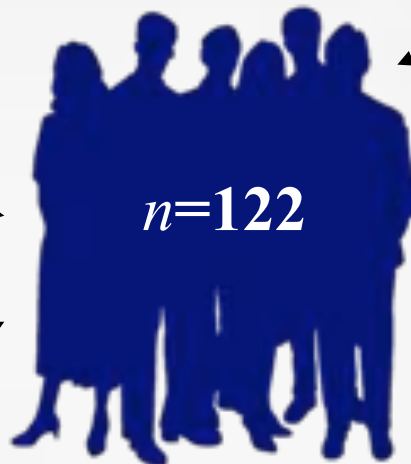


Table 5.0
Distribution of n by initially elected majors

Major	C	K	P	Y	n	Count % of n
AG	0	0	20		2	1.64
BU	0	0	71		8	6.56
CIS	0	0	94		13	10.66
ET	0	2	20		4	3.28
HCOP	0	0	21		3	2.46
HTM	0	1	50		6	4.92
LA	0	0	253		28	22.95
MICST	0	0	40		4	3.28
MRSCI	0	0	30		3	2.46
PH	0	1	00		1	0.82
TP	30	7	100		47	38.52
TT	0	0	30		3	2.46
n	30	11	725		122	100

The Sample or the Cohort (n):

Frequency distribution: End-of-Fall 2010 semester grades

By registered courses

The cohort (n)

Fall 2010 semester

Table 6.0

Frequency counts of End-of-Fall 2010 final grades

<i>Courses</i>	Frequency counts of End-of-Fall 2010 final grades								Total	A,B,C,D grades		F,N grades		Withdraw	
	A	B	C	D	F	N	P	W		SucCount	%Success	FailCount	%Fail	WCount	%W
CA 100	5	6	20	4	1	0	0	2	38	35	92%	1	3%	2	5%
ESL 091A	0	0	0	0	0	91	29	2	122	29	24%	91	75%	2	2%
ESL 091B	0	0	0	0	1	54	35	0	90	35	39%	55	61%	0	0%
ESL 092A	0	0	0	0	0	5	24	3	32	24	75%	5	16%	3	9%
ESS 101W	1	11	0	0	1	0	0	0	13	12	92%	1	8%	0	0%
ESS 102B	1	0	0	0	0	0	0	1	2	1	50%	0	0%	1	50%
ESS 102V	1	2	1	0	0	0	0	0	4	4	100%	0	0%	0	0%
MS 091A	0	0	0	0	0	46	26	2	74	26	35%	46	62%	2	3%
MS 091B	0	0	0	0	0	24	18	0	42	18	43%	24	57%	0	0%
MS 092A	0	0	0	0	0	42	29	3	74	29	39%	42	57%	3	4%
MS 092B	0	0	0	0	2	13	14	2	31	14	45%	15	48%	2	6%
SC 101	2	1	0	0	0	0	0	2	5	3	60%	0	0%	2	40%
SS 150	0	0	1	0	0	0	0	0	1	1	100%	0	0%	0	0%
Total	10	20	22	4	5	275	175	17	528	231	44%	280	53%	17	3%

Fall 2010 semester



The Sample or the Cohort (n):

End-of-Fall 2010 semester grades

Some Remarks

The cohort (n)

Fall 2010 semester

- ◆ Of the 122 students who registered ESL 091A, 91 (or **75%**) failed with only 29 (or **24%**) advancing to ESL 092A. 2 students withdrew the courses.
- ◆ Of the 90 students who repeated ACE I English (ESL 091B), 55 (or **61%**) failed with only 35 (or **39%**) advancing to ESL 092A.
- ◆ Of the 74 students who registered MS 091A, 46 (or **62%**) failed with only 26 (or **35%**) advancing to MS 092A.

End-of-Fall 2010 data as compared to ACE Assessment for Fall 2010-Spring 2011

ESL 091A, pass rate=29%
ESL 091B, pass rate=38%

ESL 091A, pass rate=24%
ESL 091B, pass rate=39%

15. Summary of Assessment Data Collected (3-9)

Row Labels	Enrollment	Total Passed	Completion Rate
English as Second Language			
ESL091A	189	55	29%
ESL091A repeat	127	48	38%
ESL091B	103	40	49%
ESL091B repeat	40	16	40%
Mathematics			
ESL091A Math	189	78	41%
ESL091A Math repeat	98	30	31%
ESL091B Math	171	86	50%
ESL091B Math repeat	58	28	48%

COMET scores of the successful students were examined to see if placement might have had an effect on completion. 62 sets of scores were reviewed. Only four students scored with the

Fall 2010–Spring 2011
ACE Assessment Worksheet 3

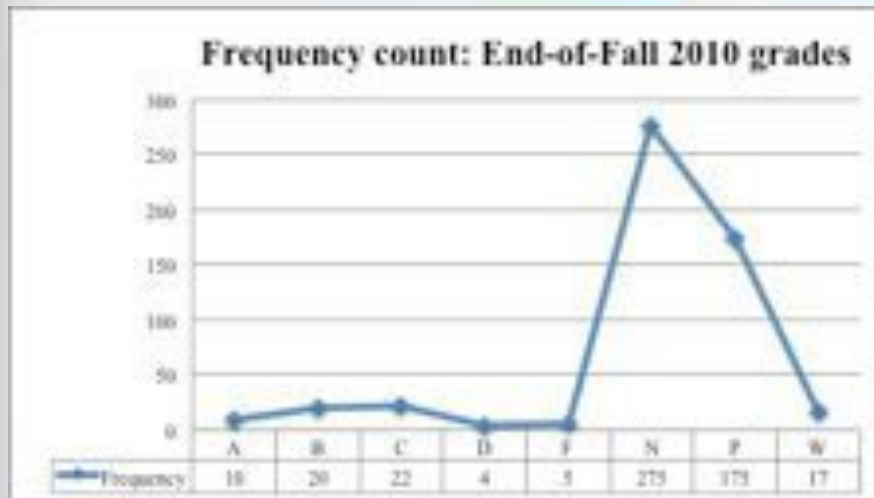


Longitudinal Survey: Fall 2010 FTF ACE 1 Cohort

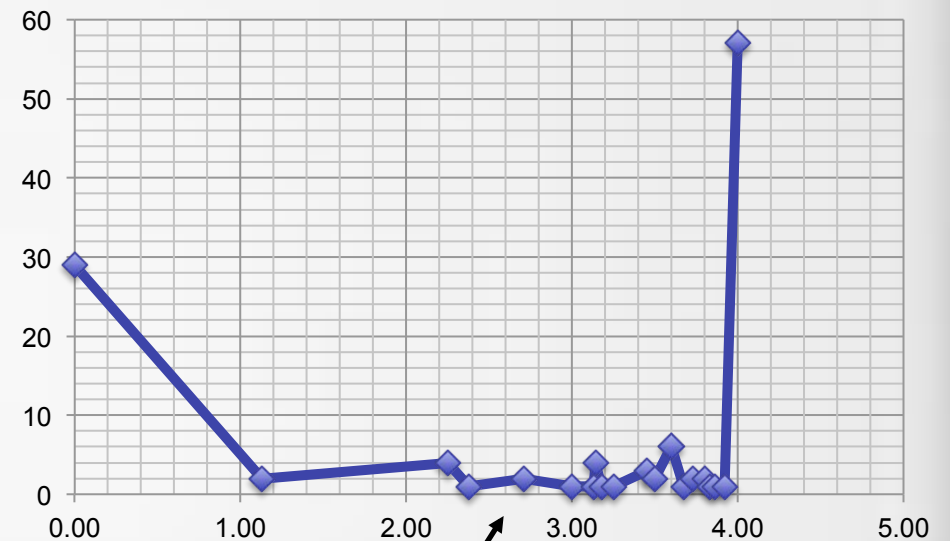
The **cohort** (*n*)
Fall 2010 semester

The Sample or the Cohort (n):

End-of-Fall 2010 Charts showing Grades and Grade Point Average



Grade	Frequency	Percent
A	10	1.89
B	20	3.79
C	22	4.17
D	4	0.76
F	5	0.95
N	275	52.08
P	175	33.14
W	17	3.22
Total	528	100



Mean GPA 2.7989 or 2.80

The cohort (n)
Fall 2010 semester

End-of-Fall 2010 data

End-of-Fall 2010 Academic Standing

Table 7.0

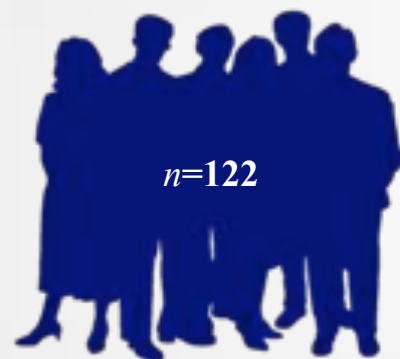
Distribution by academic standing *end-of-Fall 2010*

n=122

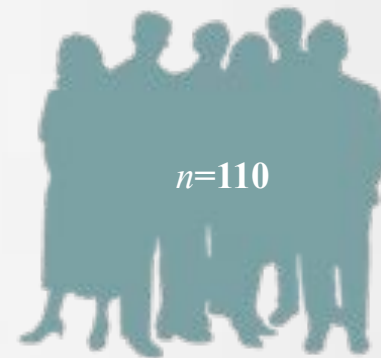
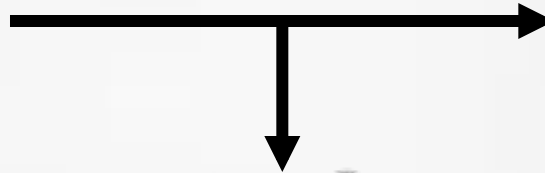
<i>Standing</i>	<i>Frequency</i>	<i>Percent</i>
Academic Probation	31	25
Good Standing	91	75
<i>n</i>	122	100

Academic standing by campus

<i>Standing</i>	<i>C</i>	<i>K</i>	<i>P</i>	<i>Y</i>	<i>n</i>
Academic Probation	1	1	26	3	31
Good Standing	29	10	46	6	91
<i>n</i>	30	11	72	9	122



Fall 2010 Semester



Spring 2011 Semester

The Sample or the Cohort (n): Demographics

The cohort (n)

Spring 2011 semester

Table 8.0

Distribution of the cohort in headcount (*frequency*) and % of n by gender

<i>Campus</i>	<i>Frequency</i>	<i>Percent</i>
F	67	61
M	43	39
<i>n</i>	110	100

Table 9.0

Fall 2010 versus Spring 2011 distribution of the cohort by campus

In headcount and % difference

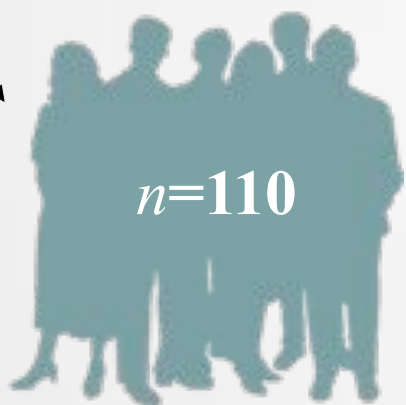
<i>Campus</i>	<i>Fall 2010</i>	<i>Spring 2011</i>	<i>CountDiff</i>	<i>%Diff</i>
Chuuk	30	25	-5	-4.1
Kosrae	11	10	-1	-0.82
National	0	1	1	0.82
Pohnpei	72	67	-5	-4.1
Yap	9	7	-2	-1.64
<i>n</i>	122	110	-12	-9.84

Table 10.0

Fall 2010 versus Spring 2011 distribution of the cohort by program

In headcount and % difference

<i>Program</i>	<i>Fall 2010</i>	<i>Spring 2011</i>	<i>CountDiff</i>	<i>%Diff</i>
Associate of Arts	82	0	-82	-67.21
Associate of Applied Science	7	0	-7	-5.74
Associate of Science	32	71	39	31.97
Certificate of Achievement	1	39	38	31.15
<i>n</i>	122	110	-12	-9.84



The Sample or the Cohort (*n*):

Table showing Frequency Count End-of-Spring 2011 Grades
Only for ESL, EN and MS courses

Table 11.0

Frequency counts of end-of-Spring 2011 final grades

	Frequency counts of end-of-Spring 2011 final grades											A,B,C,D grades		F,I,N grades		Withdrawal	
	A	B	C-	C	D	F	I	N	P	W	Total	SucCount	%Success	Failcount	%Fail	Wcount	%W
EN 110	1	2	1	6	0	8	0	0	0	4	22	10	45%	8	36%	4	18%
EN 120A	1	1	0	5	1	1	1	0	0	2	12	8	67%	2	17%	2	17%
EN 201	0	0	0	0	0	1	0	0	0	0	1	0	0%	1	100%	0	0%
ESL 050	0	2	0	9	2	2	0	0	0	0	15	13	87%	2	13%	0	0%
ESL 079	0	0	0	0	1	0	0	0	0	0	1	1	100%	0	0%	0	0%
ESL 089	0	2	0	0	0	0	0	0	0	0	2	2	100%	0	0%	0	0%
ESL 091A	0	0	0	0	0	0	0	0	1	1	2	1	50%	0	0%	1	50%
ESL 092A	0	0	0	0	0	1	0	11	5	2	19	5	26%	12	63%	2	11%
ESL 092B	0	1	0	1	0	0	0	2	3	0	7	5	71%	2	29%	0	0%
ESL 098	0	0	0	0	0	1	0	0	0	0	1	0	0%	1	100%	0	0%
ESL 099	1	1	0	1	1	1	1	0	0	0	6	4	67%	2	33%	0	0%
MS 091A	0	0	0	0	0	0	0	1	4	0	5	4	80%	1	20%	0	0%
MS 092A	0	0	0	0	0	0	0	8	8	0	16	8	50%	8	50%	0	0%
MS 092B	0	0	0	0	0	0	0	0	4	0	4	4	100%	0	0%	0	0%
MS 094	0	0	0	2	0	0	1	0	0	0	3	2	67%	1	33%	0	0%
MS 095	0	0	0	1	0	0	0	0	0	0	1	1	100%	0	0%	0	0%
MS 099	0	0	0	3	5	5	0	0	0	3	16	8	50%	5	31%	3	19%
MS 100	1	2	0	3	2	2	0	0	0	1	11	8	73%	2	18%	1	9%
MS 104	0	0	0	0	1	2	0	0	0	1	4	1	25%	2	50%	1	25%

The Sample or the Cohort (n):

End-of-Spring 2011 Grades: Some Remarks

Only for ESL, EN and MS courses

The cohort (n)

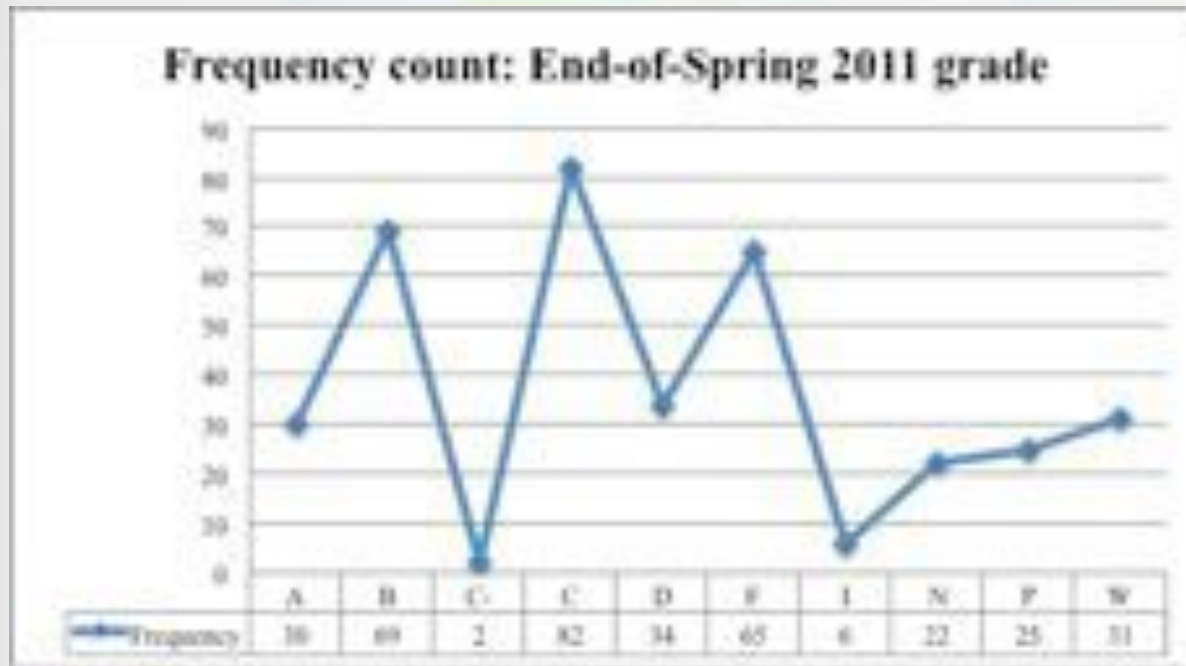
End-of Spring 2011 semester

- ◆ Two students appeared to have registered ESL 091A. One eventually withdrew while the other passed. One of these students may have re-taking the COMET during November 2010. Concurrently, these two students are in the CA programs.
- ◆ Of the 19 students who registered ESL 092A, only 5 (or 26%) passed while 12 (or 63%) failed and had to repeat ACE English II (ESL 092B).
- ◆ Additionally, of the 7 students who registered ESL 092B (repeat) – 5 (or 51%) passed and 2 (or 29%) failed.
- ◆ 22 students registered EN 110. 10 of these students (or 45%) passed EN 110 and 8 (or 36%) failed. However, of the 10 students who passed EN 110, 6 (60% of pass count A-D) received D grades.
- ◆ 12 students registered EN 120A after completing the ACE I and II prescribed courses. Of these 12 students, 8 (or 67%) passed and 2 (or 17%) failed. However, of the 8 students, 5 (or 63% of pass count A-D) received D grades; as such, they were required to repeat EN 120A.
- ◆ In terms of the performance of the cohort to *other registered courses*, please refer to appropriate table.

Mean GPA 2.7989 or 2.80

The Sample or the Cohort (n):

Chart showing Frequency Count of End-of-Spring 2011 Grades
All courses



Grade	Frequency	Percent
A	30	8.20
B	69	18.85
C-	2	0.55
C	82	22.40
D	34	9.29
F	65	17.76
I	6	1.64
N	22	6.01
P	25	6.83
W	31	8.47
Total	366	100

End-of Spring 2011 semester

Mean

Term GPA 2.02, CumGPA 2.70

Term CreditsA 10, TermCreditsE 8

The Sample or the Cohort (n): Demographics

Table 12.0

Distribution by academic standing *end-of-Spring 2011*

$N=96$

<i>Standing</i>	<i>Frequency</i>	<i>Percent</i>
Academic probation	8	7
Continued academic probation	7	6
Good standing	95	86
<i>n</i>	110	100

Academic standing by campus

<i>Standing</i>	<i>C</i>	<i>K</i>	<i>N</i>	<i>P</i>	<i>Y</i>	<i>n</i>
Academic probation	2	1	0	4	1	8
Continued academic probation	0	0	0	6	1	7
Good standing	23	9	1	57	5	95
<i>n</i>	25	10	1	67	7	110

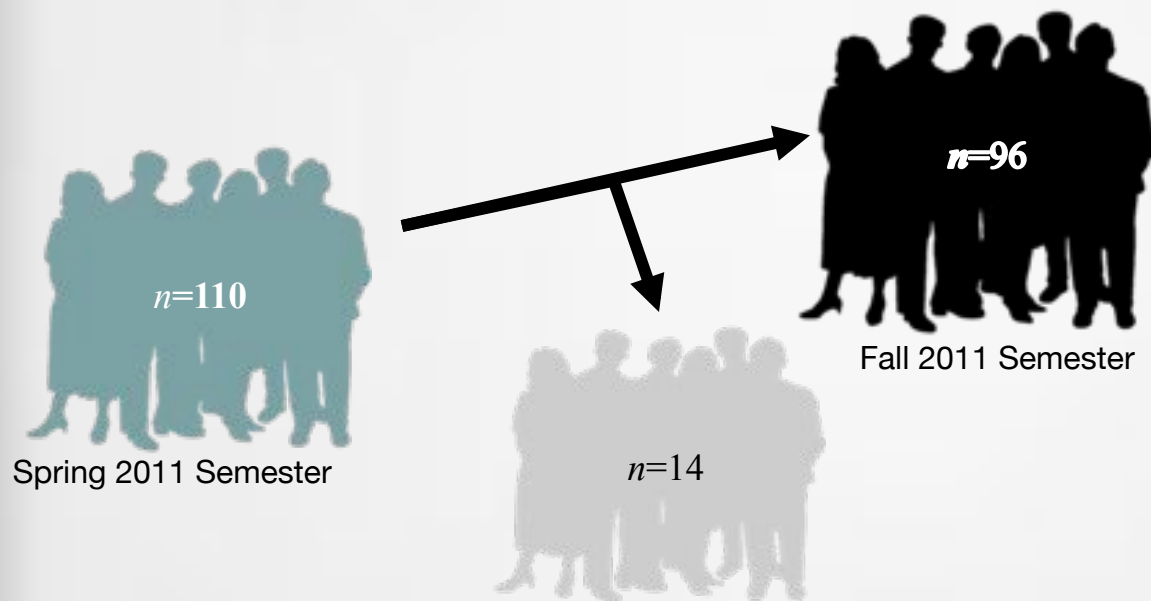


Table 13.0

Fall 2010 versus Spring 2011

<i>Standing</i>	<i>Fall 2010</i>	<i>Spring 2011</i>
Academic probation	31	8
Continued academic probation		7
Good standing	91	95
<i>n</i>	122	110

The **cohort** (n)

Spring 2011 semester

The Sample or the Cohort (n): Demographics

Table 14.0

Distribution of the *cohort* in headcount
(*frequency*) and % of N by campus

<i>Campus</i>	<i>Frequency</i>	<i>Percent</i>
Chuuk	23	24
Kosrae	8	8
National	4	4
Pohnpei	56	58
Yap	5	5
<i>n</i>	96	100

Table 15.0

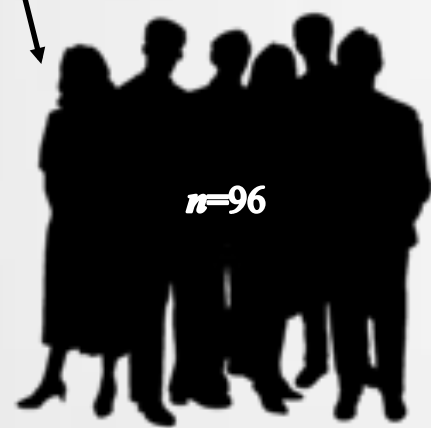
Distribution of the *cohort* in headcount (*frequency*) by program

<i>Program</i>	<i>Frequency</i>	<i>Percent</i>
Associate of Arts	38	40
Associate of Applied Science	8	8
Associate of Science	12	13
Certificate of Achievement	38	40
<i>n</i>	96	100

Table 16.0

Spring 2011 versus Fall 2011 distribution of the *cohort* by gender
In headcount and % difference

<i>Program</i>	<i>Spring 2011</i>	<i>Fall 2011</i>	<i>CountDiff</i>	<i>%Diff</i>
Associate of Arts	0	38	38	31.15
Associate of Applied Science	0	8	8	6.56
Associate of Science	71	12	-59	-48.36
Certificate of Achievement	39	38	-1	-0.82
<i>n</i>	110	96	-14	-11.48



The **cohort** (n)
Fall 2011 semester

The Sample or the Cohort (*n*):

Table showing Frequency Count End-of-Fall 2011 Grades
Only for ESL, EN and MS courses

Table 19.0

Frequency counts of end-of-Fall 2011 final
grades

Courses	A	B	C	C+	D	D+	F	I	N	P	W	Total	A,B,C,D grades		F,I,N grades		Withdrawal	
													SucCount	%Success	Failcount	%Fail	Wcount	%W
EN 110	1	2	7	0	0	0	6	0	0	0	1	17	10	59%	6	60%	1	6%
EN 120A	1	2	3	1	1	0	3	0	0	0	1	12	8	67%	3	38%	1	8%
EN 120B	0	5	1	0	1	0	1	0	0	0	0	8	7	88%	1	14%	0	0%
EN 208	0	1	1	0	1	0	1	0	0	0	0	4	3	75%	1	33%	0	0%
EN/CO 20	0	1	1	0	1	0	1	0	0	0	0	4	3	75%	1	33%	0	0%
ESL 050	0	0	2	0	1	0	1	0	0	0	0	4	3	75%	1	33%	0	0%
ESL 079	0	0	1	0	0	0	1	0	0	0	0	2	1	50%	1	100%	0	0%
ESL 088	0	0	1	0	0	0	0	0	0	0	0	1	1	100%	0	0%	0	0%
ESL 089	1	1	0	0	0	0	0	0	0	0	0	2	2	100%	0	0%	0	0%
ESL 091A	0	0	0	0	0	0	0	0	2	5	0	7	5	71%	2	40%	0	0%
ESL 099	0	1	2	0	0	0	0	0	0	0	0	3	3	100%	0	0%	0	0%
MS 091A	0	0	0	0	0	0	0	0	1	2	0	3	2	67%	1	50%	0	0%
MS 092A	0	0	0	0	0	0	0	0	1	4	1	6	4	67%	1	25%	1	17%
MS 094	0	0	1	0	0	0	0	0	0	0	0	1	1	100%	0	0%	0	0%
MS 096	0	0	1	0	0	0	0	0	0	0	0	1	1	100%	0	0%	0	0%
MS 099	0	0	3	0	1	0	2	0	0	0	1	7	4	57%	2	50%	1	14%
MS 100	0	0	1	0	2	0	1	0	0	0	0	4	3	75%	1	33%	0	0%
MS 104	0	0	1	0	0	0	0	0	0	0	0	1	1	100%	0	0%	0	0%

n=96

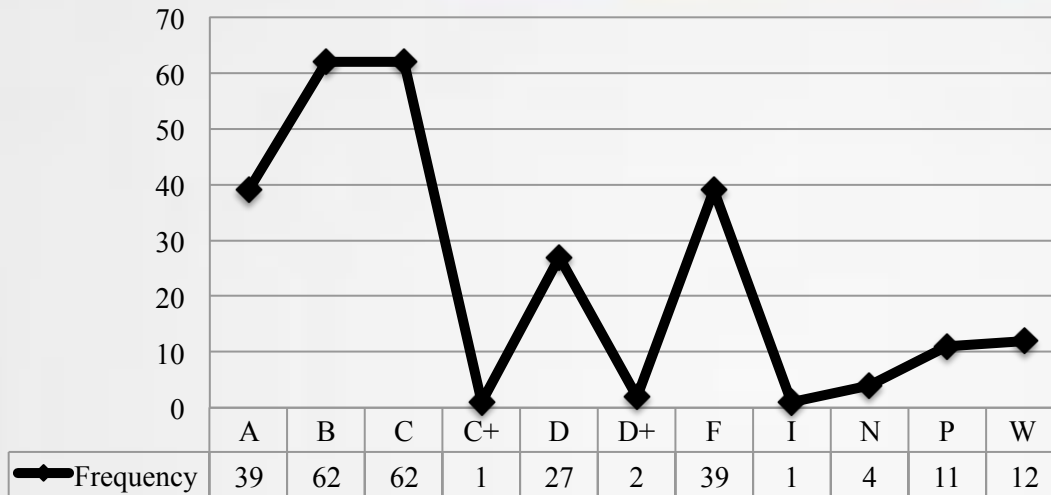
The cohort (*n*)

Fall 2011 semester

The Sample or the Cohort (n):

Chart showing Frequency Count of End-of-Fall 2011 Grades
All courses

Frequency Count: End-of-Fall 2011 Grades



Grade	Frequency	Percent
A	39	15.00%
B	62	23.85%
C	62	23.85%
C+	1	0.38%
D	27	10.38%
D+	2	0.77%
F	39	15.00%
I	1	0.38%
N	4	1.54%
P	11	4.23%
W	12	4.62%
Total	260	100.00%

End-of Fall 2011 semester

Mean

Term GPA 2.07, CumGPA 2.67

Term CreditsA 10, TermCreditsE 8

The Sample or the Cohort (n): Demographics

Table 20.0

Distribution of the *cohort* in headcount
(*frequency*) and % of N by campus

<i>Campus</i>	<i>Frequency</i>	<i>Percent</i>
Chuuk	23	32
Kosrae	5	7
National	10	14
Pohnpei	34	47
Yap	1	1
<i>n</i>	73	100

Table 21.0

Distribution of the *cohort* in headcount (*frequency*) by program

<i>Program</i>	<i>Frequency</i>	<i>Percent</i>
Associate of Arts	33	45
Associate of Applied Science	6	8
Associate of Science	11	15
Certificate of Achievement	23	32
<i>n</i>	73	100

Table 22.0

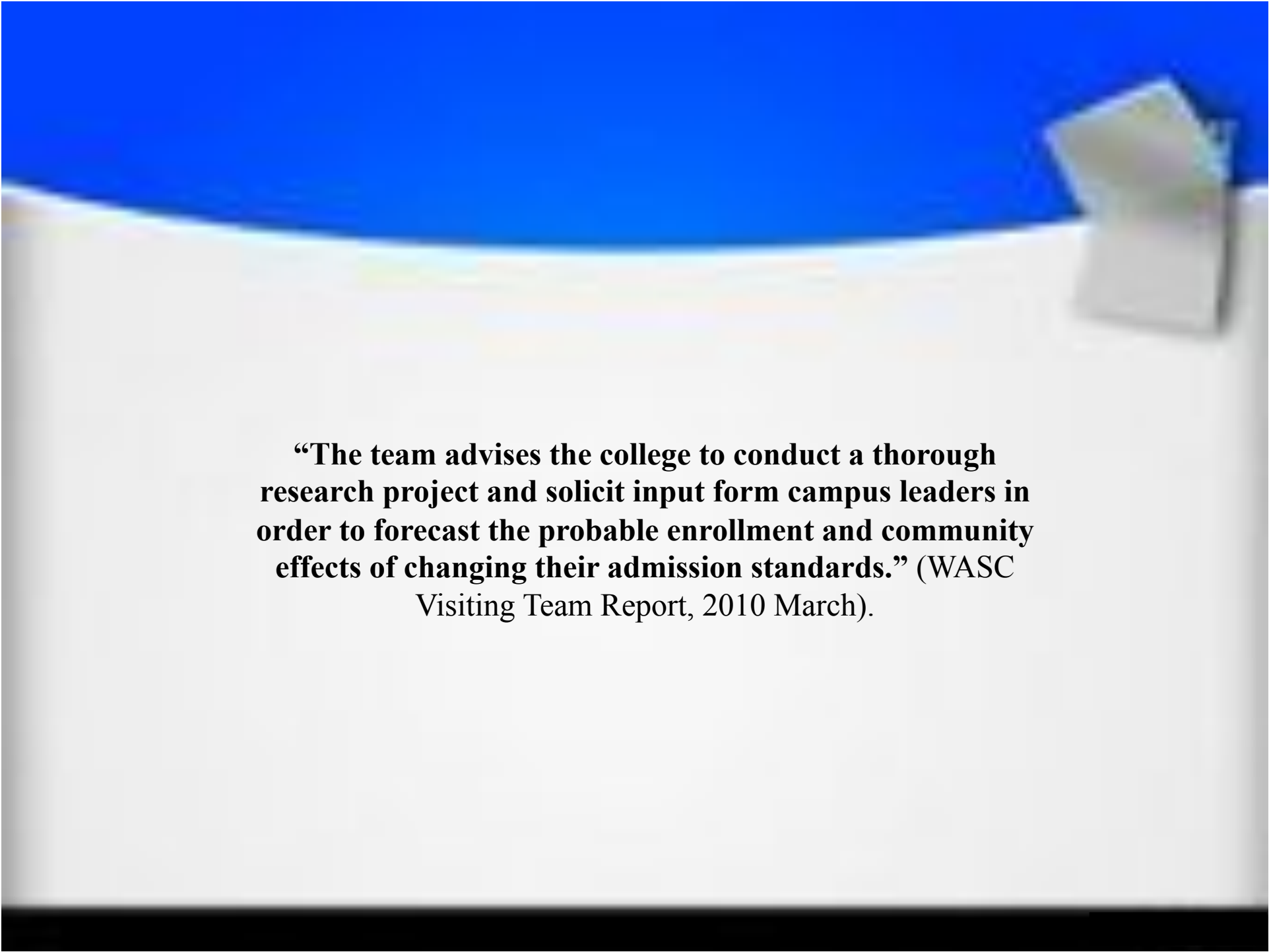
Fall 2011 versus Spring 2012 distribution of the *cohort* by program

In headcount and % difference

<i>Program</i>	<i>Fall 2011</i>	<i>Spring 2012</i>	<i>CountDiff</i>	<i>%Diff</i>
Associate of Arts	38	33	-5	-4.1
Associate of Applied Science	8	6	-2	-1.64
Associate of Science	12	11	-1	-0.82
Certificate of Achievement	38	23	-15	-12.3
<i>n</i>	96	73	-23	-18.85



The **cohort** (n)
Spring 2012 semester

A photograph of a document, possibly a report or presentation slide. The top portion of the document has a solid blue background, while the rest is white. A small, light-colored rectangular object, possibly a paperclip or a piece of tape, is visible on the right edge of the white section. Centered on the white background is a block of text in a bold, black, serif font.

“The team advises the college to conduct a thorough research project and solicit input from campus leaders in order to forecast the probable enrollment and community effects of changing their admission standards.” (WASC Visiting Team Report, 2010 March).